**Zentangle Designs and Relating them to Traditional Art Forms**

**Objectives:**

7.V.1.4 Understand the relationship between the Elements of Art and the Principles of Design

7.V.2.1 Evaluate solutions to artistic problems

7.CX.1.1 Understand the visual arts in relationship to the geography, history and culture of modern societies from the emergence of the First Global Age to the present.

7.CR.1.1 Generate responses to art using both personal and formal criteria.

**Introduction:**

Students will be introduced to the idea of Zentangle art with emphasis on the creation of line and pattern. Teacher will review the Elements of Art and discuss/question students about how these can be used in creating a design. Examples will be shown. Students will read in Scholastic Arts Magazine’s issue on Islamic Art and discuss the focus on patterns found in Islamic art. Students will complete the two worksheet provided with the magazine; Critics Corner in which students must distinguish types of pattern, terms, techniques and locations presented in the reading and the Skillsmaster Worksheet in which students will answer questions by close reading of the magazine articles. Students will also be introduced to the art of the Maori people of New Zealand and their tradition of facial tattoos. Examples of pottern by Native Americans maria Martinez and Lucy Lewis will be shown and discussed. Ukrainian Pysanki (intricately designed eggs) and Celtic knot designs will also be shared. Each of these art forms and their locations will be shown on a world map and their historical, societal and cultural context will be discussed. Connections and similarities and differences between these art forms will be discussed. How are these artworks related? Could any of these types of designs become clothing fabric or wallpaper? (Careers in art) Students will be encouraged to allow these art forms to influence their own artwork. Rubrics for the work will be provided to each student, read and discussed

**Guided Practice:**

Students will be given a Skillbuilders Worksheet and Zentangle handouts will be provided for possible use as they practice drawing their Zentangle ideas. Students will be encouraged to borrow ideas from the handouts, change ideas and invent new ideas. Students will be encouraged to be influenced by the resources discussed in the introduction.

**The Independent Work:**

Students will choose an animal shape format for their Zentangle work. Each animal shape will be divided into a minimum of five sections and thus contain at least five different Zentangle designs. Students will choose from the many practice Zentanges that they created. These will be done on white drawing paper with fine point permanent marker. Color will be added with watercolor paint.

**Evaluation:**

Teacher provided rubric.

Students will write an evaluation of their work including:

1. What they like about it and why, What they would do differently if working with Zentangles again
2. What influenced their choice of Zentangle patterns and the animal they chose